

Trinity School Handbook

2017-2018

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TRINITY SCHOOL HANDBOOK

This handbook contains important information about the School's policies, traditions, and events. Please read it carefully and refer to it as needed. Contact Trinity School for additional information.

While updated annually, the School reserves the right to make changes to the handbook at any time. The most current version can be found on our school website: www.trinity-mp.org.

Trinity School values the commitment of its faculty and staff, the involvement of parents, and the efforts of its students. We look forward to your participation in this vibrant learning community.

TRINITY SCHOOL'S FOUNDATIONS

The Mission of Trinity School:

Trinity gives each child a voice.
We guide children to self-discovery.
We celebrate the child's growth
in critical thinking, character development, and social responsibility.

Trinity School encourages preschool to Grade 5 children from all backgrounds to love learning. We foster rigorous academics grounded in child-centered content and innovative practices. Trinity upholds the values and traditions of the Episcopal Church and honors the role of the family in educating children.

The legacy of a Trinity education is a curious mind and a discerning heart.

Accreditations

- California Association of Independent Schools (CAIS) and the Western Association of Schools and Colleges (WASC)
- National Association of Episcopal Schools
- National Association of Independent Schools
- The National Association for the Education of Young Children (NAEYC)

Statement of Diversity

Trinity School's legacy of a curious mind and a discerning heart is fostered by our exploration and appreciation of different backgrounds and perspectives.

Trinity School is committed to creating an inclusive, equitable, and empathetic community that welcomes, embraces, and respects each individual. We recognize the interconnectedness of all people and the contributions of all individuals, including those of different ability, gender, age, culture, ethnicity, race, family composition, religion, sexual orientation, and socio-economic background.

Statement of Non-Discrimination

Trinity School does not discriminate on the basis of disability, gender, nationality, race, ethnic origin, religious, or sexual orientation in the administration of its educational policies, financial aid programs, and other school-administered programs. We are committed to maintaining a community in which a diverse population can grow and develop in an atmosphere of tolerance, civility, and mutual respect for the rights of each individual.

Trinity's Identity as an Episcopal School

Episcopal schools inherit a 400 year old lineage of educational tradition, featuring the non-doctrinaire integration of faith and learning. Episcopal schools provide an atmosphere, inspired by Judeo-Christian moral culture, in which there is an appreciation for the diversity and values of all religious traditions and beliefs. The fundamentals of spiritual formation is a goal of every Episcopal school in a climate of freedom of thought and belief,

and responsibility to oneself and one's world. There are four means by which Trinity School identifies its Episcopal heritage:

- Live faith by example. This means that every aspect of school life is consistently true to the standards of a Church institution. These aspects include and are not limited to practices defining admissions, hiring policies, discipline practices, leadership, and social, economic, and racial diversity.
- Chapel defines School culture. The School daily gathers for this community-building service based on Morning Prayer. The Book of Common Prayer and hymns provide the basis for most liturgies and worship services led by the Chapel Team.
- Religious education provides a vocabulary for faith. Through various approaches, religious education helps students talk about religion and spiritual experiences in critical, rational, and reflective ways. Children have an opportunity to explore and reflect upon their own and others' spiritual and ethical traditions.
- Service learning changes us. Social activism is a hallmark of Episcopal schools. Students develop an awareness of both the local and global community around them through active participation and implementation of a wide range of service projects throughout the year. Students acquire skills in leadership, teamwork, and organization as they take the initiative in finding ways to exercise their responsibility to others.

Church and School

Trinity School is an independent day school sponsored by St. Bede's Church and Trinity Church. The three institutions are separate corporations with individual non-profit tax identification status. Trinity School's Articles of Incorporation state that the two religious corporations—St. Bede's and Trinity Church—own the School. Both parishes provide clergy for Chapel Teams. Each Rector takes time for meetings with the Head of School, the Board of Trustees, and the School community. St. Bede's and Trinity Church provide substantial program space for Trinity School. Both institutions hold Trinity School as a primary mission of the church, and each serve as advocates for Trinity School. The School pays each church an annual use fee.

Board of Trustees

Members of boards of Episcopal schools assure that the School is faithful to the highest demands of the Church and the educational community. Safeguarding the original vision of the School, Trustees assure the School's future through financial oversight and institutional planning aimed at preserving and improving the School for each generation.

In addition to establishing policies and organizational structures to provide proper management and a strong academic program, the Board helps ensure, through open communication and regular reporting, that the School operates in harmony with each of the churches. This requires an understanding and appreciation of the Church's canonical structure and the School's identity as an Episcopal Church School.

The Board sets policy in such matters as institutional identity, financial management and development. It is responsible for the fiscal well being of the School including such matters

as fund raising, investments, budget, and buildings and grounds. Finally, Trustees give time, energy, commitment, and gifts.

Trustees:

Eric Hass, Chair	Trustee at Large
Paul Collins, Vice Chair	Trustee at Large
Immanuel Thangaraj, Treasurer	Trustee at Large
Raj Jain, Secretary	Trustee at Large
Rev. Gia Hayes-Martin	Rector, St. Bede's Church
Rev. Matthew Dutton-Gillett	Rector Trinity Church,
Mary Menacho	Head of School
Bess Kennedy	Trinity Church Trustee
Dee Dee Dickey	Trinity Church Trustee
Monique VanderMarck	Trinity Church Trustee
Ann Latta	St. Bede's Trustee
Jeanne Cooper	St. Bede's Trustee
Christina Alataris	Trustee at Large
Kirk Gossman-Cox	TPA President
Tekakwitha Pernambuco-Wise	Trustee at Large
Anup Singh	Trustee at Large

Board Meetings:

The Board of Trustees holds regular meetings, usually on the fourth Wednesday of October, November, January, March, April, and May. During these meetings the Board deliberates on matters of School policy and strategic institutional concern. At times, the Board invites speakers from the School or the wider community, primarily for its own education on timely issues.

The Board welcomes any interested person to attend a meeting as a silent observer. However, such attendance is at the Board's discretion. Please contact the Board Chair to secure an invitation to an appropriate meeting.

Parents or others may speak at a meeting by being placed on the agenda, either as an invited speaker, or by requesting a formal opportunity to address the Board in person. This request must be made to the Board Chair well in advance of the requested meeting date (preferably two weeks). Prior to making such a request, the Board expects parents to bring any idea or concern about School policy, first to the Head of School, and then, if necessary, to the Board via a written letter to its Chair.

When the Board adjourns into executive session, all observers, staff members and any outside persons are required to leave the meeting.

Trinity Parents' Association

The Trinity Parents' Association (TPA) supports the Head of School in manifesting the mission of Trinity School. All parents or guardians are members of the TPA. The School encourages the active participation of all members. The business of the TPA is guided by the TPA Board that works closely with the Head of School and personnel.

The TPA organizes and implements the following events during the school year:

Back to School Barbecue
School Store
Halloween Carnival
Christmas Craft Fair on Lower and Upper Campuses
Trinity Celebration and Benefit
Personnel Appreciation Day

TPA supports these School programs:

Room parents
Unicycle
Hospitality and Graduation
Hot lunch program
Common Ground Speaker Series
Class Coffees

PRESCHOOL AND TRANSITIONAL KINDERGARTEN PROGRAM

Location: Lower Campus
330 Ravenswood Avenue
Menlo Park, CA 94025

Phone: 650-322-2628

Hours: 7:30 a.m. – 6:00 p.m. Monday through Friday days school is in session
1:00 p.m. to 6:00 p.m. - contracted Extended Day

Preschool for Threes and Fours

Age Requirement: Students are 3 by the school year's December 1st and toilet-trained. Depending on birthdate and related considerations, young three's will have two years in this program.

Transitional Kindergarten

Age Cutoff: Students must be 5 by September 1st of the kindergarten school year. Students attending the Transitional Kindergarten program are intended to enroll in Kindergarten in the following year.

Child Guidance

With respect, kindness, and firmness, we teach children to be responsible for their behavior. Teachers help children learn acceptable behavior through modeling, discussions, and individual reminding. Hitting, biting, pushing, grabbing toys, mean teasing, and inappropriate language are unacceptable behaviors.

Teachers encourage children to express their feelings to each other at the time of conflict and to listen to each other. Teachers help children resolve problems using the children's ideas or by suggesting choices. Teachers also discuss behaviors that occur repeatedly with parents in an honest, open manner.

Daily Considerations

The Preschool and Transitional Kindergarten classes provide daily schedules that outline the elements of the program week. Actual daily schedules may vary.

Attachment Objects:

Children may bring attachment objects to school. These blankets, etc. help a child feel comfortable in the new environment. Over time children become less dependent on them and forget about these objects for hours at a time, reducing or eliminating this need.

Clean up:

Everyone helps in the cleanup process. Near the end of activity time in a room, the teacher announces clean up time. All children participate. Teachers may sing songs or make clean up a game. At other times, teachers encourage children to put away materials when finished with them.

Cubby Kit:

Clothes: Your child needs a complete change of clothes in his/her cubby, more if your child has accidents. Please clearly label your child's belongings.

Snacks:

The teachers and the children make a nutritious snack daily comprised of foods from two different food groups.

Toys:

Toys, other than attachment objects, should be left at home. The children find it difficult to share these toys with their friends and the toys are often lost. We encourage you and your child to instead share items from nature or things your child has made.

Transition Time:

Your enthusiasm for the program is contagious and reassuring to your child. Please express any fears you have to the staff while maintaining positive reassurance for your child. Each child has different needs during transition times, so teachers work closely with you to help your child feel safe and comfortable at school.

Uniform:

Students may wear red or white polo shirts, navy shorts or pants, plaid jumper or skort, and outerwear with the school logo purchased from Dennis Uniform or through the Trinity Unicycle Program . Additionally, students should wear white, black, or navy socks or tights, and shoes that are white, black, brown, navy, or red without any embellishments (ex. Neon accents, lights, glitter).

Attendance

Getting to school on time is a joint effort between you and your child. Your child's comfort in settling into a school routine depends in great part on timely arrival. When you arrive early, please play with your child outside while teachers ready the classroom and program.

In the event of student illness, a parent emails the Lower Campus Director, providing notice of the absence and what the illness is. This is important as contagious illnesses require the school to send an exposure notice to relevant parents.

Arrival and Sign In

The sign-in/out book is just outside the classroom door. Sign your full name and time of arrival by your child's name. Parental/guardian signing the child in and out is a licensing requirement for the school. The daily Parent - Teacher Logbook is beside the sign-in/out book. Please read it and add any messages to the staff or parents.

Then take a few minutes to settle your child in the classroom and to communicate any new information to the teacher. The school encourages parents to socialize in order to build a strong community. Please carry conversations into the breezeway outside the classroom to best respect the children's workspace as they settle into their day.

Departure and Sign-out

Please check the Parent - Teacher Logbook and peruse new information on the Parent Board. You must give advance written permission to the Lower Campus Director for your child to be collected by anyone other than those people listed in your child's file. Remember to sign out legibly.

It is important that you pick up your child on time. Children get worried when you are late. Teachers have many duties after dismissal.

Health

See: Health and Safety

Communication

The teachers welcome your questions, comments, and input about your child's progress. If there is a change in the home environment that affects your child, please let the teachers know. We are very willing to help a child with special situations. The following communication opportunities support mutually productive home-school communication:

Parent Communication Center:

- Bulletin Board: licensing documents, community and school events, snack calendar, articles of interest, and monthly calendar
- Form Envelope: To return a form, please place it into this envelope that the Lower Campus Director checks daily.
- Sign-In/Out Sheet: Sign your full name when signing in or out. There is a small space for teachers or parents to write a note.
- Injury Report Sheets: Find this in your Parent Mail Folder if your child has had a reportable injury. Please sign and return it to the Form Envelope. For an injury requiring this form, you will have been contacted when the injury occurred.
- Parent Mail Folders: Flyers and individual notes may be placed in these folders by parents and teachers. Please check your file regularly.
- Parent - Teacher Logbook: Teachers leave messages for parents, and parents leave messages for teachers or other parents in this book. Please read this book in the morning and at pick-up.

Teacher Blog and Program Calendar:

- “The Daily Blog,” describes events of the day and has a calendar page.
- Please take note of field trips and any special requests.

Parent - Teacher Conferences

Fall and spring parent-teacher conferences communicate the teachers’ observations of your child’s development. Parents may also request additional conferences as needed.

Parent Involvement

Trinity Parents’ Association:

All parents are members of the Trinity Parents’ Association (TPA). There are two room parents in each classroom who support teachers with class events and serve also as liaisons to the TPA.

Parent Participation:

Parent participation school life enhances your child’s experience and promotes home and school continuity. Participate in various facets of the preschool program by:

- Driving on field trips
- Sharing knowledge or a special talent at group time
- Participating in Trinity Parents Association committees and activities
- Participating in Annual Giving and attending the Benefit

School events are either family-focused or student -focused events. For family-focused events, the entire family can participate. For student-focused events, parent volunteers help facilitate an activity exclusively for current Trinity students. Siblings may not attend.

The Back to School Barbecue, Blessing of the Animals, and Family Chapel are examples of family-focused events. The Halloween Carnival, Christmas Craft Fair, field trips, and Fun Day are examples of student-focused events supported by parent volunteers.

SCHOOL PROGRAM

Except where noted the following applies to programs at the Lower and Upper Campuses. For an overview of the academic programs, see the [Core Curriculum](https://trinity-mp.org/) at <https://trinity-mp.org/> under “Menu.”

Birthday Book Program

Families may donate a book to the Library to celebrate a child’s birthday, to remember a special person or event, or to give thanks for an individual’s unique contributions.

Procedures for the Upper Campus Birthday Book Program::

1. A student selects a book from the Birthday Book Shelf in the Upper Campus Library. Parents make a suggested donation of \$20.00 for the book’s cost and processing.
2. If a student prefers a book from a bookstore, please check with the Librarian for a “wish list” of recommended books.
3. A student, teacher, or parent may have a special book he or she would like to donate. Please check with the Librarian to avoid duplicate copies.
4. The Librarian inscribes a presentation message in the book, which is then presented during Chapel. The student and his/her class have the first opportunity to borrow the book. See also: **Students** – Birthdays

Celebration of Learning

Celebration of Learning is a ten-day period in which the School as a whole celebrates what the students have learned over the course of the year. It consists of Grandparent and Special Friends Day, SMARTSS Night (Science, Music, Arts, Spanish and Service Learning), and classroom presentations.

- Grandparents and Special Friends Day invites one or two people important in the child’s life, other than parents, to visit the School and share a part of the student’s day. The School and families honor the place these special people hold in the child’s life. Guests are on campus from 8:15 to about 10:45.
- SMARTSS Night is the evening of Grandparents and Special Friends Day. Families, and friends can enjoy the School’s annual Art Show on the Upper Campus. Kindergarten - Grade 5 students present a musical review. Spanish, Science, and Service Learning programs display student work and interactive fun.
- Classroom Presentations on both campuses: Each class presents highlights of class work or special events that demonstrate each student as an accomplished and capable learner with the school community.
(See also: **Students** – Assessment)

Chapel

Trinity School values the religious diversity of its students and faculty while also affirming its identity as a school in the Episcopal tradition.

On the Upper Campus, daily Chapel is from 8:30 to approximately 9:00. All students attend Chapel with the class. Chapel is Morning Prayer adapted for school children. The service provides an opportunity for community building among the students by focusing on a larger perspective and by developing a strong sense of togetherness.

Parents are always welcome at Chapel and sit in the pews behind the classes. Parents are especially encouraged to attend for the child's birthday prayer and song. If, for a special occasion, the parent would like the child to sit with him/her, the parent should arrange this with the teacher before the classes enter Chapel.

Photography is not allowed during birthday prayers or during church services including Chapel, Advent Lessons and Carols, and Graduation, except as may be designated in the service program or by announcement.

Family Chapel is at 11:00 a.m. on the dismissal days preceding Thanksgiving, Christmas and Easter. Families sit together in the approximate area of the child's class pew.

The Chapel Team includes members of St. Bede's clergy, as well as other clergy and lay people. The Chapel Coordinator teaches a weekly religious studies lessons for each class. Another aspect of the Chapel experience on the Upper Campus is monthly Eucharist (Holy Communion) held on the first Thursday October - May. Parents can give permission for a child to receive Communion through the Student Information Form, sent digitally during the summer. Students not receiving Communion, come with the class to the communion rail and receive a blessing. At the time of serving Communion, servers honor the child's inclination for receive communion or a simple blessing. If parents have a strong preference one way or the other, this is a conversation to reinforce at home.

At the Lower Campus, the Rector or the Rector's designate leads Chapel once a week.

Daily Schedule for Upper Campus, (K - 5)

School hours - 8:15 a.m. to 3:00 p.m.

Children arriving before 8:00 must sign in for AM Extended Care in the Library, and children not picked up by 3:15 will be sent to PM Extended Care. Children awaiting pick-up after completing Enrichment Express activities will be sent to PM Extended Care. There are additional charges for these programs.

From 8:00-8:15 All children are supervised on the Patio or may go to the Sports Court for early morning games. In bad weather the Library is open.

7:30 a.m.	AM Extended Care begins in the Library
8:00 a.m.	School Office opens Morning supervision on the Patio and Sports Court
8:15 a.m.	School begins

Kindergarten – Grade 2 students go downstairs
Grade 3-5 students enter classrooms
8:20 a.m. Tardy: All children arriving after 8:20 must report to the School Office for a pass to enter class and to be included on the daily attendance roster. This is vital for ensuring who is or is not on campus.
8:30 a.m. Chapel
10:00 – 10:25 K-2 morning recess
10:25 – 10:45 3-5 morning recess
11:45 – 12:25 K – Grade 2 lunch and recess
12:10 – 12:50 Grades 3-5 lunch and recess
3:00 p.m. Dismissal; PM Extended Care begins
4:00 p.m. School Office Closes
6:00 p.m. PM Extended Care ends

Drop-off and Pick-up on Upper Campus

Please marked with 1/2/3/4/5 signs. Stop at the most forward station, where Trinity School personnel will help your student in or out of the vehicle. Please do not exit your car. After drop-off, you may leave, or you are welcome to park and walk back into the courtyard.

Important Safety Note:

The red curb on your right, as you drive onto the Upper Campus, is a Fire Lane. It is clearly marked. **DO NOT STOP OR DROP OFF ANYWHERE ALONG THE FIRE LANE.** Please do not park along Monte Rosa to walk your student on to campus. In case of overflow parking, do not block neighbor's driveways.

8:00 - 8:15 Drop-off:

Drive all the way into campus to the area directly outside the School Office, where there are vehicle stopping-stations. Please pull forward and do not exit your vehicle. Trinity personnel helps students unload. Drive with care for children in the parking lot. If parking to escort your child, do not park near the church office and only in designated parking spaces. Mind your child carefully in the parking lot.

3:00 Pick-up:

Teachers take all students to the pick up area, which is the walkway in front of the School Office, where students line up by grade. Once the class is assembled there, teachers dismiss children individually, recording the dismissal against a class list, in one of the following three ways:

- Children to Extended Care meet on the Terrace with the Extended Care Provider.
- Walk-up parents/authorized persons wait on the stairs leading to the Patio. (Children will not be dismissed from the classroom door or the back of the pick-up line.) Children and adults exit via the stairs and moving toward the Patio. Pedestrians are not permitted in the Rear Parking Lot between 3:00 and 3:15.
- Drive-up parents/authorized persons drive the most forward station. Children will be called to a station and loaded into vehicles by Trinity personnel. Please do not

exit your car. After drop-off, you may leave, or you are welcome to park and socialize with other parents in the courtyard.

On Family Chapel days students with parents/authorized persons in attendance will be dismissed directly to them at the conclusion of the service. Children not collected directly after Chapel ends will wait in the pick up area with a member of Trinity personnel.

Early Dismissal on the Upper Campus

Trinity School dismisses early for holidays and for professional development. There is no Extended Care following the 11:30 a.m. dismissal preceding the Thanksgiving, Christmas, and Easter vacations, as well as the early 12:30 dismissal for Personnel Appreciation Day.

On professional development days Extended Care begins at 12:30 pm. Children eat lunch and will be supervised until 3:00. There is no charge for this time. The PM Extended Care Program begins at 3:00 with its usual charges.

Enrichment Express

After-school classes for Trinity School students on the Upper Campus provide additional co-curricular experiences in two sessions, fall and Winter/Spring. The classes provide a diverse array of learning experiences within school scheduling constraints. Instructors represent community organizations and current Trinity staff.

Fees for Enrichment Express classes depend on a variety of variables, including but not limited to minimum enrollment numbers. Registration limits and drop deadlines apply.

Students who are not collected at the end of Enrichment Express classes will be signed into the PM Extended Care Program where those fees apply.

Extended Care Program on the Upper Campus

AM and PM Extended Care Programs provide supervision for students on school days. Under the direction of an Extended Care Provider, the program offers a variety of activities including snack, outdoor play, games, art, a homework table, etc.

The AM Extended Care Program is open each school day from 7:30 a.m. to 8:00 a.m. in the Library. Students must be signed in by a parent or authorized person.

The PM Extended Care Program begins at 3:00 p.m. in Ebony (downstairs and first room on the right). At 4:30 p.m. the program moves to the Library. The program ends at 6:00 p.m. From time to time PM Extended Care is located in one of the classrooms. Then a sign will be posted on the Ebony or Library door. Students not collected between 3:00 and 3:15 are signed in to PM Extended Care with respective charges.

Students must be signed out by a parent or authorized person. A fee is charged for AM and PM Extended Care. Annual, quarterly, or drop-in rates apply. There is no Extended Care when school is dismissed at 11:30 a.m. or on Personnel Appreciation Day.

Field Trips

Teachers plan field trips that are of educational value and directly related to the curriculum. Each trip will be carefully planned to include the following:

- Preparation, follow-up, and specific goals for students
- Adequate transportation and supervision
- Roles for parents in supervision and participation

The School requires a written permission form to be on file before the field trip for each participating student.

Drivers are always needed for these events. If interested in driving children on field trips, please provide the School Office for Upper Campus and, for Lower Campus, the Lower Campus Director with **a copy of your driver's license and current insurance declarations page that meets the guidelines below**. Please note that children, including siblings, other than those in the class may not accompany a parent driver. The School reserves the right to decide whether or not a parent may participate on field trips to drive or attend in any field trip role.

The following are minimum requirements for volunteer field trip drivers:

- A copy of the driver's valid driver's license on file with the School before driving children on a School-sponsored field trip
- Drivers must carry a minimum level of liability insurance of \$100,000 per person and \$500,000 per occurrence.
- Drivers will ensure that all passengers and the driver wear seat belts with one person per seat belt. Children may not sit in the front seat or in rear or side-facing seats.
- Drivers must be at least 25 years of age.
- The School reserves the right to approve or disapprove qualified caregiver drivers who are not the parent of a child in the class.
- Drivers may only transport students to and from the location on the parent permission form.
- The School is not responsible for student or parent property loss or damage on field trips or extended outings.
- It is expected that volunteers will keep their cars in good repair, assuring the School and other parents that children will be transported safely.
- Drivers must follow all traffic laws and model road courtesy.
- Drivers are not to use cellphones while driving and limit use on the field trip.

Parents who do not want their child riding with another parent may drive their own child but not other children in the class, nor family siblings. Parents and caregivers in this instance must submit license and insurance information per the guidelines above. The School cannot assure that such a parent or caregiver will be able to participate in the field trip itself. The objectives of the trip can be compromised when there are too many adults. (See also: **School Program - Outdoors Education**)

The role of the parent while on a field trip is to support and follow directions and suggestions given by the teacher and to maintain order within small groups according to modeling or guidelines the teacher provides. Ensuring the safety of all students in one's charge is a primary responsibility.

Homework Policy for K – Grade 5

Homework serves a valuable function as an integral part of the children's overall education. Children should expect regular homework consisting of material for skill reinforcement, projects, and work not completed during the school day. All homework must be completed and turned in on time to receive full credit.

Depending on the nature of the task and the child's facility with it, homework will require varying amounts of time. *If the child is spending an inordinate amount of time on homework, or does not seem to understand what is required, the teacher should be informed by email.*

The School applauds parents who regulate screen time and set reasonable bedtime hours.

The following is an approximate guide for homework time per night:

Kindergarten	10-20 minutes
Grade 1	10-20 minutes
Grade 2	30-40 minutes
Grade 3	40-50 minutes
Grade 4	60-70 minutes
Grade 5	80-100 minutes

In addition to the above time frames, children have required independent reading.

Library

Trinity School families enthusiastically support and use the Trinity School Library. Students and their families participate in the Birthday Book Program. Volunteers help to staff the regular Library classes and the annual Book Fair. "Gently" used books may be donated and are always appreciated.

All Upper Campus classes have Library class once a week. Library books can be checked out during Library class and recess. While there is no limit to the amount of books students can check out, we ask you to be considerate of other families that would like a turn, since we only have one copy of many books. At the end of each month, overdue notices are sent out via email. If you are not receiving these emails, please notify our librarian, Heather Maxwell (hmaxwell@trinity-mp.org). Please be vigilant about returning Trinity books back to the library. If a book is lost or damaged, a family has two options: replace the book, or make a cash donation so the Librarian can purchase a replacement copy.

Preschool and Transitional Kindergarten families are welcome at the Library. The Librarian will communicate the best days and times to visit. Additionally, the Lower Campus maintains a book bag system.

Lunch on the Upper Campus

Trinity School maintains a “no food sharing” practice as a matter of food safety for all children. Children bring a lunch from home each day or have lunch provided by the School’s lunch provider, [School Foodies](#) (order code: Trinity). All children should bring a snack to be eaten at the mid-morning recess. Glass bottles and containers, or lunches requiring hot water or microwaving, are not permitted. Please provide reusable utensils and cloth napkins. Children are supervised while eating lunch. If a student forgets a lunch, they receive a protein bar, string cheese, a type of cracker or carb, and a piece of fruit. An email will notify parents that the student forgot their lunch. Students that consistently forget their lunch or snack will be included in a home-school meeting to resolve the issue.

Outdoor Education for Grades 4 and 5

These classes have one outdoor education trip during the year. The purpose is to extend learning outside of the classroom by taking children into an authentic historical environment related to the social studies content and/or a natural environment related to the science program. Students also gain valuable skills in practicing supervised independence. One of the greatest rewards of outdoor education is the possibility for students to strengthen relationships among peers and teachers, and for students to see themselves as capable people exploring their environment.

Tuition includes the cost of this trip. All students are expected to attend and to fully participate. Parental support of this program is very important. Please speak to the teacher or to the Head of School if you have any questions or concerns. The School reserves the right to limit the number of adults in attendance as well as the right to determine the parents and/or staff most appropriate to attend in order to ensure the best match between student safety and the academic/social objectives of the trip.

Service Learning/Community Service Projects

Service Learning or Community Service requests from the community should be directed to the Service Learning Coordinator with the understanding that there are many worthy and worthwhile causes. The Service Learning Coordinator schedules and paces all initiatives the School undertakes.

Learning to support actions that improve the human condition is fundamental aspect of the education Trinity School provides. From Preschool through Grade 5, each class works with a variety of organizations through the service learning program.

As the fifth graders prepare to matriculate to middle school, they reflect upon their years of service learning and consider the values they have incorporated into their lives. Grade 5 students honor five organizations that, for them, represent these values by choosing and granting **Heart of Trinity Awards** to five deserving organizations.

STUDENTS

Admission Policy and Re-enrollment

Trinity School admits students who can benefit from the values and opportunities offered in the School's community and academic program. Trinity seeks students who demonstrate a combination of these traits: curiosity, academic potential, creativity, motivation, self-regulation, and empathy. Parental support of the School's mission statement, parental support and guidance for the child, and parental potential to participate in the life of the School are also considerations for admission and re-enrollment.

Trinity School is committed to maintaining socioeconomic, ethnic, and cultural, gender, and religious diversity in its student body. Trinity School does not discriminate on the basis of disability, gender, nationality, race, ethnic origin, religious, or sexual orientation in the administration of its educational policies, financial aid or other programs. The School gives preference to parish members in good standing of Trinity Church and St. Bede's Church and to siblings of current students, where applicants meet admission standards. Current students are those who are enrolled from the beginning of the academic year. Having a current elementary student enrolled at Trinity is the basis for sibling priority. Children of Trinity School personnel will be admitted with priority provided that the applicant meets admission standards.

The early childhood and elementary programs strive to create balanced classes. In doing so, admissions considerations may include academic potential, gender balance, serving the needs of the parishes or community, sibling relationships, or the promotion of socioeconomic, ethnic, cultural, academic, and religious diversity.

Age criteria are considerations for placement of children in the following programs:

Preschool (3 and 4 year olds): Three-year old children are three by December 1st and are toilet-trained at the beginning of the school year. The three-year old year is the point of admission for the Trinity School. Children who are or will be four-years old but will not be 5 by September 1 of their kindergarten year are in the Preschool room.

Transitional Kindergarten is for children who will be eligible for Kindergarten the following year.

Kindergarten: Children are age five by September 1st.

Admissions decisions are made at the discretion of the Head of School. Admission and retention are based upon parental support of the School's mission and full disclosure by the parent/guardian of any and all medical or learning conditions affecting the child's health, behavior, and/or learning potential. Parental failure to provide the School with complete and accurate diagnostic information and recommendations in a timely manner can be grounds for non-renewal of enrollment. Students deemed appropriate for the next grade will be invited to re-enroll from year to year.

Re-enrollment:

Parents receive a re-enrollment contract at the end of each January. A tuition deposit of 10% for all grades but K is required. Kindergarten requires a 20% deposit. The enrollment deposit is part of the total tuition bill. Tuition, or the first payment on multi-payment plans, is due June 1st.

Assessment

Celebration of Learning:

Celebration of Learning is an authentic form of student assessment in that it calls upon students to assimilate, analyze, and restate their learning. While unquantifiable in terms of test scores, Celebration of Learning represents the most practical and long lasting of all the forms of assessment.

(See also: School Program: Celebration of Learning)

Promotion to the Next Grade:

Promotion to the next grade is at the discretion of the School and is based on the following factors:

- Consistent work habits - academic perseverance
- Working at grade level and, where applicable, maintaining a G.P.A. equivalent of 2.0
- Meeting the attendance policy requirement (see Attendance)

Report Cards for K – Grade 5:

Report cards are issued four times a year. If a student is not progressing adequately during the quarter, parents will be informed prior to report card distribution.

Student performance indicators and/or grades are the term-end assessments for students. These derive from student work over the course of the term as assessed by the teacher based on marks, improvement, and professional judgment. Marks on tests, projects, homework, class work, etc. may be weighted according to the teacher's discretion.

Achievement indicators report student progress in mastering academic standards or performance expectations.

- 4 - Student responses and actions independently surpass standards and expectations, serving as an example for others.
- 3 - Working independently student responses and actions meet standards and expectations.
- 2 - Student responses and actions meet standards and expectations when supported.
- 1 - Student is engaged in new concepts. Responses and actions do not yet meet standards and expectations.
- * - In progress, not yet assessed

Students in Grades 4 and 5 receive letter grades. Where percentages apply:

A+	=	100+%
A	=	92-99%
A-	=	90-91%

B+	=	88-89%
B	=	82-87%
B-	=	80-81%
C+	=	78-79%
C	=	72-77%
C-	=	68-71%
U	=	0-67%

Effort grades indicate a child’s effort, attitude, willingness, and sense of responsibility. Trinity School is a mastery school, meaning that for many assignments, including some tests, students have the opportunity to reflect on teacher input and resubmit work, according to the timelines and expectations each teacher establishes.

Standardized Testing for Grades 3 – 5:

Students take the Educational Records Bureau Comprehensive Testing Program (CTP IV) in the fall. This test includes aptitude and achievement subtests. To assess student progress against independent school standards, students also take the Writing Assessment Program assessment. These standardized tests provide information to the teachers on student learning needs.

It is important that all students attend school each day during the testing period, be well rested, and eat a complete breakfast each morning. Results of tests are shared with parents by request.

Attendance Policy

Students must attend school for the entire school day at least 85% of the school days in a quarter. An exception may be granted in the case of excused absence and completion of assignments and evaluations.

Getting to school on time is a joint effort between parent and child. School begins at 8:15. Students arriving at or after 8:20 are tardy. Tardy children, who may or may not be accompanied by a parent, report first to the School Office where the attendance roster is changed from “absent” to “tardy.” The child will receive a pass admitting him/her to class and be accompanied to class. Children not reporting to the Office upon arrival will be marked absent for the day. Tardiness is tracked and reported on the child’s report card along with absences. Also, an accurate log of who is on campus is required for safety head counts.

In the event of student illness or injury, a parent should email the Upper Campus Office (office@trinity-mp.org) or Lower Campus (skrishna@trinity-mp.org) before 9:00 a.m. Please give the exact nature of the illness or injury. If necessary, an exposure notice will be distributed to other parents. Upon the student’s return to school, a written excuse to the Office (office@trinity-mp.org) is required specifying the reason for the absence and the number of days missed. A child may not return to school without parent or guardian communication by e-mail, or note explaining the reason for absence.

If doctor or dentist appointments are planned, the School requires advance notice. It is suggested that appointments be scheduled on the early dismissal days. When collecting a child during school hours, please sign him/her out in the School Office. The Office Manager will get the student and get them packed up while you wait in the office. Students will not be released directly from the classroom to their parents or caregivers. Student safety requires the School Office must know where students are at all times during school hours. Please email this information to office@trinity-mp.org.

Students may not be picked up early between 2:45 p.m. and 3:00 p.m. Teachers use these valuable last few minutes of the day to review homework, pack up, and answer any additional questions students may have. If you arrive during those last 15 minutes of the day, you will be asked to wait until the regular 3:00 pm dismissal time.

Vacation absences are not excused absences. Classroom learning cannot be recreated or “made up.” Teachers will not design work for students on vacation and have no obligation to provide work in advance. Vacation absences will impact student assessment. Sickness, emergencies and pre-arranged shadow days are excused absences for which some work can be made up.

(See also: School Program: Tutoring)

Birthdays

Children’s birthdays are recognized and celebrated in Chapel and the classroom. To provide optional treats for your child’s class, please communicate with the classroom teacher a week in advance. Appropriate, simple treats are handheld baked goods or a healthy, non-commercial snack. Please send treats requiring no refrigeration or utensils. Treats must comply with the allergen alerts of the class. Bring or send the treat to the School Office to be distributed at Snack by the teacher or child.

If you are planning a birthday party, please invite a small number of intimate friends (1 or 2), all the boys, all the girls, or the entire class. There is nothing more devastating to a child than to be “left out.” Birthday party invitations may not be distributed at school or in school-related settings. Families’ individual choices for providing birthday parties, large, small, or not at all are all respected.

Learning Needs

Teachers work closely with students to meet children’s learning needs within the scope and means of the classroom setting. Teachers work with the Education Specialist and in communication with parents to make adjustments as needed and as feasible to the program to support students in meeting learning expectations.

Where these strategies are not sufficient, the School asks parents to provide screening, evaluation, and potentially outside services to meet learning needs. Parents choose a private source or their public school district. Parents must provide the School with a confidential “need to know” copy of complete reports from outside professionals.

Failure to provide the School with complete and accurate diagnostic information and recommendations in a timely manner can be grounds for non-renewal of enrollment.

Diagnostic reports are not a part of the cumulative student file. The cumulative file is the file sent to receiving school when requested. Diagnostic reports that parents have provided to Trinity are stored electronically and are available to teachers and relevant academic administrators on a “need to know” basis. Parents may request a copy of either the student’s cumulative file or diagnostic reports at any time.

Observational reports and recommendation forms are confidential between Trinity School and the receiving institution. A completed parent release form, obtainable from the Trinity School Registrar, Academic Dean, or Educational Specialist is required before Trinity School personnel complete and submit such reports or recommendations.

Specific learning differences are not referenced in student recommendations prepared by Trinity School teachers or administrators although behaviors observed during the learning process may be described.

Students with a learning difference that has been evaluated and diagnosed within the past three years from the Trinity School testing dates and by a qualified educational diagnostician may qualify for ERB and WrAP assessment accommodations if the evaluator’s recommendations are relevant to these testing processes. Students without these qualifications will not receive ERB or WrAP testing accommodations even if this is a functional practice for in-class assessments.

Money on Campus

In general, children have no need to carry money to school. “Pocket money” serves no useful purpose and can create problems. Parents are informed of special events that require cash. The child should bring only enough money for that particular activity. If younger children need money for an after school activity, please have your child give it to the teacher to keep until school is dismissed. Parents of students with special requirements for pocket money should inform the teacher.

Student Conduct

The purpose of discipline is to promote a classroom and school environment conducive to learning, to promote character development, and to increase respect for adults and for peers. We want children to become socially useful adults who make morally defensible choices.

Students are expected to:

- Respect school property, including textbooks, instructional materials, electronic equipment, desks, classrooms, interior and exterior of school building, lavatories and athletic equipment.
- Gum and gum chewing are not allowed on the School premises.

- Leave at home mobile phones and electronic accessories other than those provided by Trinity School
- Conform to School uniform regulations
- Behave in an orderly manner during instruction, assemblies, Chapel, and while passing in the courtyard
- Support the teachers, classmates, and school personnel
- Behave courteously toward all adults and other students
- Be mindful of representing Trinity School while wearing the School uniform
- Complete homework on time unless presenting a valid written excuse

Talk It Out:

This is the system the School uses to help students deal with interpersonal issues/conflicts. Faculty and staff are trained in implementing this system. The system is implemented according to students' developmental ages. The six steps the adult facilitates students through include:

- "Stop. Cool off."
- Talk and listen to each other.
- Find out what you both need.
- Brainstorm solutions.
- Choose the idea you both like best.
- Make a plan. "Go for it!"

(From pg. 135, *Talk It Out: Conflict Resolution in the Elementary Classroom* by Barbara Porro)

Student Consequence System:

Teachers and students together develop a system of class rules and consequences. Students' participation in this process assures developmental appropriateness and clarity. Most issues arising for individuals or small groups are facilitated through the conflict resolution system, Talk It Out and the traffic-light system.

Traffic Light System:

Grades K-5 use a traffic light system to help students be responsible for their own behavior and to give them clear feedback. The role of the teacher at each grade level is to help the child guide her or his individual behavior and stay out of "red light." Kindergarten uses a related but slightly different system that allows for more incremental feedback to the child. Each classroom in Grades 1-5 has a "traffic light" showing green, yellow, and red signals. Each child's number, assigned for privacy, is on a marker attached to the green light. The program, here described in broad terms, is implemented in accordance with the age and developmental expectations of each grade level.

Where warranted, the child will be asked to move their pin to "yellow light." For repeated infractions (two yellow lights), for blatant disrespect to another student or adult, or for physical acts resulting in harm or endangerment to others, a teacher may put a child directly into "red light."

Receiving a “red light” results in a “red light ticket” sent to the student’s parents via email. The teacher will provide an explanation on this form so that parents can more fully understand the situation. In most cases the teacher will also call the parent to discuss the context of the situation. Parents are asked to review the situation with their child. Where the child’s version differs substantially from what the teacher has reported, parents are reminded to fact check with the teacher before drawing conclusions. Teachers can be reached the next day by email. In some instances, a meeting the next morning with the parents is required.

The Traffic Light System provides a graphic system encouraging children to monitor their own behavior and to receive feedback. Where patterns of disruptive or non-constructive behavior repeatedly prevent the teacher from teaching or the children in the class from learning, teachers, academic administrators, and parents work together to create a system for improvement.

For students on a behavioral plan, a lack of sustained, measurable progress toward positive behavior goals will result in the dismissal of the student from the School. Flagrant disrespect or harmful behavior may result in immediate suspension or dismissal.

Student Safety

Students who threaten the physical and or emotional safety of other students will be held accountable within the continuum outlined above. Students who purposefully inflict harm on another student or teacher may be immediately removed from the School.

Because Trinity students are generally between the ages of three and eleven years of age, teacher judgment will be a factor in determining consequences in disciplinary matters.

Basic Rights for Individual Students:

Students will be safe: physically and emotionally.

Students will be able to tell their side of a situation at an appropriate time.

Students will receive fair and reasonable treatment from other students and adults.

Rights for Classes:

Students will be safe: physically and emotionally.

The class will not be unduly encumbered by the needs of an individual or small group.

Students will be able to tell their side of a situation at an appropriate time.

Students will receive fair and reasonable treatment from other students and adults.

Teachers and Staff Rights:

Teachers and staff will be safe: physically and emotionally.

The teacher will be able to teach and guide the learning and behavioral needs of an individual or group of students without detriment to the whole.

Teachers and staff will receive fair and reasonable treatment from other students and adults.

Supplies for Kindergarten – Grade 5

Each student is responsible for a few basic school supplies. Parents will receive the supply list for the child's grade during the summer.

Technology: Acceptable Use Policy for Kindergarten – Grade 5

The following Acceptable Use Policy governs the use of Trinity School's technology resources. Elementary students in Grades 1-5 must sign a Technology Contract each year, agreeing to abide and be regulated by the contract. Upper grade students and parents also sign the iPad Acceptable Use Policy.

Trinity School provides technology resources (computers, software, cameras, scanners, printers, handheld devices, interactive whiteboards, and Internet connections) to enhance the learning environment with tools and information to support the academic program. The guidelines below facilitate their proper use and maintenance.

Guidelines including the following:

- Student agrees to treat all electronic equipment with care and respect.
- Student will not add, delete, or alter software or settings on a school computer without permission from the Technology Integrator or the Director of Information Technology.
- Student will not unplug cables or cords or rearrange computer equipment without permission from a teacher, the Technology Integrator, or the Director of Information Technology.
- Student will not have food or drinks near the computer or other devices.
- Student will respect copyright law, giving credit to the person or organization responsible for any information used.
- Student will not access or alter another person's files without permission.
- Student will not access Internet files or games without permission from the Librarian, Extended Care Provider, the Technology Integrator, or the Director of Information Technology.
- Student will respect others' privacy and not share personal information or that of other students from person to person or on the Internet.
- Student will not use Trinity technology resources for independent financial gain.
- Student will use appropriate language with and on the School's technology resources.
- Student understands that information searches on the network will be curriculum-driven (not recreational), using primarily teacher-previewed sites.
- Student understands that engaging in online social networks while at school or under Trinity School supervision is forbidden other than use of sites or email threads the teacher may establish or sanction among classmates for class use.
- Student understands that if he/she misuses school computers or the Internet, student's computer access may be revoked.
- Student annually signs and upholds a grade-level Student Contract.
- See also: **Health and Safety** – Internet Safety Concerns and Tools

Toys

From time to time, certain toys or trends become popular. These items should not be brought to school. Children find it difficult to share these items and the toys are often lost. This includes but is not limited to clothing with characters or related logos, trading cards, figurines, fidget spinners, etc.

Tutoring

Trinity School recognizes that some students need to receive extra help in order to build skills in certain academic areas or in specific courses. The first avenue for seeking advice regarding tutoring should be a student's teacher because we value the connections that teachers, students, and parents forge during their years together at school. The School always wishes to foster the teacher, child, and parent working relationship.

Basic Expectations:

- Teachers expect to help students within the course of daily classroom work and to the extent that this is possible in the context of group instruction.
- A teacher, after working consistently with a student, may recommend a tutor to work on specific skills.
- A parent should seek the teacher's advice and recommendation on tutoring to support a student's learning need.
- Tutors should not do the student's work but rather assist in improving the student's skills to empower them to do their own work successfully.
- Tutoring should take place outside of school hours and off-site.

To facilitate the student/teacher/tutor relationship, see respective responsibilities below:

Responsibility of Trinity School Employees:

Trinity School employees will not tutor Trinity students, including those leaving the School. The Head of School may make exception to this policy on a case-by-case basis. These rare exceptions will be based on the specific needs of the student where, in the judgment of the administration, other tutorial support is not available or without which the student's ability to function in the next grade would be seriously compromised. The Trinity employee will be compensated and the parents billed by the School for sessions conducted.

Responsibility of the Teacher:

Teachers will return work in a timely manner with specific suggestions for improvement and will be available to meet with students to help ascertain specific needs. The teacher will also work in conjunction with the Education Specialist to help determine specific recommendations. Teachers will discuss the student's needs with the parents and the tutor to facilitate the student's progress.

Responsibility of the Student:

A student will first seek assistance from their teacher. A student will submit only their own work, not work the tutor has produced. Students may not ask teachers to grant extensions on assignments to meet a tutoring schedule. Likewise, students may not miss school to

meet with a tutor, unless previously arranged with School administration. Use of tutoring services should always stem from the desire to improve basic skills or to better understand class content and not a desire to receive a higher grade.

Responsibility of the Tutor:

A tutor is expected to help a student build skills. A tutor may not write a student's paper nor complete other class assignments. Tutoring is best when a tutor can supply exercises that support class assignments with the goal of building skills needed for academic success. Thus, periodically, a tutor should check with the referring teacher to assess the student's progress. When a student has gained the deficient skills, the tutor should encourage the student to work independently. Students only gain confidence and perseverance by knowing it is truly their work that is being assessed.

Responsibility of the Parent:

Although the school may be able to suggest some possible tutors, the parent is responsible for finding a competent tutor. In the case of students with learning differences, the School will recommend a skilled tutor where possible. The parent should supply the tutor's name and contact information to the teacher so that a preliminary consultation with the teacher can be scheduled. Parents should foster a collaborative spirit between the teacher, student and tutor and should not expect the tutor to do the student's work in the pursuit of a better grade. Parents may not schedule tutoring sessions during the school day (8:15 to 3:00 for K-5). It is vital that tutoring sessions do not require a child to miss instruction or participation in school programs and activities.

Tutoring on the Campus:

Tutoring will not be conducted on campus during school breaks or during the school year. Tutoring during the summer will not be conducted on campus by outside tutors. Where Trinity personnel provide tutoring, the sessions will be conducted in the School Library between June 15th and the end of the first week of August.

Uniforms

Wearing a school uniform upholds Trinity's commitment to student equity and safety in that clothing and personal adornment is neither a means of calling attention to oneself nor a deterrent to physical activity. When children are not distracted by clothing and accoutrement choices, students can be better known by character and personal action.

Trinity School personnel adjudicate acceptable wear.

Trinity School requires students to dress for school in uniform clothing and other acceptable items only. Uniforms may be purchased from the Dennis Uniform Company, at 1282 Oddstad Drive in Redwood City, phone 650/299-9623, or online at www.dennisuniform.com. School Code: M5KTTRI. Additional information is sent in the summer mailing.

If families wish to purchase from other sources, the clothing children wear to school should be as near an exact equivalent as possible of the choices offered through the Dennis Uniform catalog for Trinity School. However, the plaid jumper and skort as well as

outerwear for boys and girls, dress sweaters, sweatshirts, vests, or jackets, should be purchased through Dennis Uniform or the School Unicycle sale.

The School runs a uniform exchange program (Unicycle) where recycled uniforms may be purchased at reduced prices. If you are interested in donating or purchasing uniforms from Unicycle, please contact the Office Manager.

Lost uniform items appear daily, cluttering the campus and at a cost to families. To facilitate identification and help ensure return, **please mark all articles of clothing with your child's name clearly and with permanent ink.**

Preschool and Transitional Kindergarten Uniform: Lower Campus

Any combination of of the following are acceptable:

Tops: Red or white polo style shirt (long or short sleeves), white turtleneck, white blouse.

Bottoms: Navy trousers or shorts, plaid jumper, plaid skort

Outerwear: Trinity fleece, sweatshirt or cardigan, all with Trinity logo.

Socks, Tights or leggings in red, navy, black or white.

Shoes: Plain, rubber soled shoes with discrete company logos in black, white, red, navy, gray, or brown. Shoes should be one solid color without glitter, lights, neon, wheels, or other adornments. Sandals, smooth-soled shoes or boots are not allowed. On rainy days, students may wear rain boots to and from school. They should bring a pair of regular shoes to change into while school is in session.

Kindergarten – Grade 5: Upper Campus

Any combination of of the following are acceptable:

Tops: White polo style shirt (long or short sleeves), white turtleneck, white blouse.

Bottoms: Navy trousers or shorts, plaid jumper, plaid skort

Outerwear: Trinity fleece, sweatshirt or cardigan, all with Trinity logo.

Socks, Tights or leggings in red, navy, black or white.

Shoes: Plain, rubber soled shoes with discrete company logos in black, white, red, navy, gray, or brown. Shoes should be one solid color without glitter, lights, neon, wheels, or other adornments. Sandals, smooth-soled shoes or boots are not allowed. On rainy days, students may wear rain boots and rain jackets to and from school. They should bring a pair of regular shoes to change into and remove their rain jackets while school is in session.

Dress Uniform: Upper Campus children are required to wear the dress uniform on the first Thursday of each month for Eucharist (October through May). Students also wear the dress uniform for the evening music programs, for annual portraits, and graduation. **Dress uniform is defined as a white polo or blouse, navy pants or plaid jumper (no skorts), and the v-neck school cardigan.** Students may not change clothes during the day when dress uniforms are required.

Clothing and Adornment Expectations:

Hats and Hair: Hats, visors, or head-coverings such as bandanas may only be worn to and from School or at recess. These will not be worn in the church or in class. Headbands and hair fastenings such as barrettes or bindings may be in Trinity plaid, or solid colored in red, black, white, or navy. Red bows from Dennis Uniform are acceptable. Any item deemed inappropriate by school personnel is not allowed. The parent should let the School know of documented medical restrictions or of religious restrictions for head-coverings, which the School will support. Student's hair will not call attention by style or color.

Personal adornment: Tattooing, nail polish, or other forms of personal adornment are inappropriate for an early childhood or elementary school setting. Dangling jewelry or items that can snag another child's fingers during play are a safety hazard and not allowed.

Jackets: Students are to wear the uniform fleece jacket. Raincoats on non-uniform jackets may be worn to and from school only. Children should wear warm outer clothing or rain gear, as needed, but the School sweater or sweatshirt must be worn at school. Children wearing sweaters and sweatshirts that are out of uniform may be asked to remove these articles to begin the school day.

Scarves and Gloves: Wear these to and from school, not during the school day.

Shirts/Blouses: All K – 5 students are expected to tuck in shirts and blouses except during recess play or PE.

Shorts: both boys and girls may wear tailored navy blue walking shorts. Wearing shorts under jumpers provides comfort and confidence during playground and PE activities.

Free Dress: Free dress days generally fall on the last Friday of the month. Children wear clothing that does not restrict movement or infringe on modesty and is appropriate for the classroom and playground. Unacceptable clothing includes skin-revealing attire such as tank, halter, or strapless tops, short skirts or shorts, midriff exposing clothing, or clothing with overt messaging. Teachers will discuss appropriate free dress attire with the children.

Consequences for Improper Attire:

Lower Campus Consequences:

The teacher will talk to the child and parent(s). Parental refusal to dress the child in the school uniform is a lack of support for the School and may affect continued enrollment.

Upper Campus Consequences:

Appropriate uniform and free dress attire is the responsibility of the child and the parent. Parental refusal to dress the student in the school uniform or to cause the child to conform to school dress expectations is a lack of support for the School and may affect continued enrollment. Inappropriate free dress attire will prompt a uniform reminder note to the parent and a second non-compliance may result in a red light for the student.

For grades 2-5, the student will receive a warning for uniform infractions and the teacher will send home a uniform reminder. Two uniform reminders result in a red light.

HEALTH AND SAFETY

Emergency and Health Forms

Having accurate, complete information on the emergency forms for each student is imperative. As phone numbers or emergency contacts change, update information on the Rediker database, to which all parents have access for their own personal information.

California law requires that the School receive a record of the child's immunization record as well as an official record of the child's health check-up before the child may attend school. Trinity School upholds the requirements of the 2015 California Immunization Law.

The following immunizations are required of all students upon entry:

Polio

Diphtheria, Tetanus and Pertussis (DPT)

Measles, Mumps, Rubella (MMR)

Hepatitis B

Hib (for children under 4 years 6 months only)

Varicella (Chickenpox)

Tuberculosis test every 4 years

Emergency Preparedness

Drills: Emergency drills for fire, earthquake, or shelter-in-place are conducted once a month. Fire drills are announced by a continuous signal. Verbal instructions prompt an earthquake simulation for the earthquake drill or to shelter-in-place. Drill responsibilities are assigned to each employee.

Emergencies: In the event of an actual emergency, School personnel is responsible for the supervision of students until they may be safely released to a parent or emergency contact. Please create a family plan with careful attention to the information provided for emergency contacts. An out of state contact may be necessary for the first hours following a major emergency.

On the Upper Campus, the release station is located at the gate on the lower level, along Monte Rosa Drive. The main entrance and parking lot must be kept free for emergency vehicle access. Do not try to phone the School. General information will be broadcast by radio stations KNBR (680 AM), KCBS (740 AM), KGO (810 AM), AM 1670, and KCEA (89.1 FM in Atherton).

The School has developed an emergency preparedness plan. This "living" plan is refined annually. School personnel practices procedures and revises methods according to participant feedback and best practices. The plan calls for annual preparation and practice in the context of our overall commitment to school safety. A brief outline of the plan's components follows. Although the information below is specific to the Upper Campus, similar preparation and procedures are in place on the Lower Campus.

Personnel: All school personnel participate in the emergency preparedness efforts. The point people are the Head of School and the Chief Financial Officer, in consultation with the Finance Committee as needed. The School frequently consults school associations and government agencies for updated information on best practices.

Training: the American Red Cross in basic first aid and child CPR trains the faculty and administrative staff. In addition, the School benefits from the expertise of The Menlo Park Fire Department. Their officers have conducted several workshops on emergency procedures, including search and rescue.

Practice: In addition to monthly fire and earthquake drills or shelter-in-place, the School conducts a major emergency drill once each year in the fall for which personnel trains and later debriefs. The drill lasts approximately half an hour and simulates an actual emergency. Personnel specializes in one of five areas: first aid, search and rescue, student supervision, site safety, and student and staff attendance and release. The Head of School is the commander-in-chief and media contact.

Supplies: Classrooms are equipped with first-aid supplies, water, and other gear. Additional supplies are stored near the Sports Court. These include a three-day supply of food and water, search and rescue equipment, first aid supplies, communication equipment, duplicate rosters and emergency forms for all students and personnel.

Illness and Injury

The School does not have a nurse on staff, and tends only scrapes and bruises. All medication must be stored in the School Office on the Upper Campus or checked in with the Lower Campus Director. The Office Manager on the Upper Campus or the Lower Campus Director on the Lower Campus will distribute the medication, with the exception of Epi-pens that, in agreement with the parent or guardian, may be stored in defined multiple locations. For the safety of all children, medication may not be stored with the child or self-administered.

If your child becomes seriously ill or is injured, you will be contacted. Please arrive as soon as possible (within 30 minutes.) If you are not available, the School Office will contact the alternative emergency numbers listed on your emergency information or the child's doctor. Do not send your child to school when he/she is feeling ill. Children must be not on fever reducers and fever free for 24 hours before returning to School. Children arriving with or developing the following symptoms will be sent home:

- Fever equal to or greater than 100 degrees F or 38.8 C
- A runny nose with green discharge
- A constant cough
- Nausea, vomiting or diarrhea
- Live Lice and Nits
- Contagious sores
- Skin rash (note from doctor required if non-infectious)

- Headache or other pains
- Red eyes and/or discharge

Inform office@trinity-mp.org that your child is returning to school from an illness or injury.

Internet Safety

As your children grow, digital devices become tools in their educational development. Trinity's curriculum reflects this and embraces the use of these tools and the Internet. The School expects students to uphold the Student Contract guidelines on and off campus. Internet-based activities at School are conducted in well-monitored and structured ways to help ensure the safety of children and propriety of their work.

Parental guidance must continue to monitor student Internet use at home. To that end, the following guidelines can help you teach your children to protect their privacy.

Privacy:

Your child's privacy is their most valuable asset online. Just as they are told not to give out information to strangers on the street, they must be taught the same rules on the Internet.

Here are a few things your child should never disclose:

- Full name. First names *may* be acceptable.
- Home address
- Phone number

Staying Informed:

Staying informed of your child's online habits is a basic parental responsibility and an important way to ensure they are not unwittingly exposing themselves to risks, or viewing inappropriate content. There are two basic ways to accomplish this. The simplest way is to keep devices in a public space in the home, where you can see the screen. Just as keeping a television out of a child's bedroom helps you guide viewing habits; keeping devices in public spaces in the home is a vital way to keep tabs on children's online habits. Another way to keep your child out of harm's way is to install filtering software.

Good filtering software will not only keep your children from accessing questionable content, but will also let you review what they have been looking at, and what they have been trying to look at. This information can be a great first step toward a conversation with your child about personal safety, proprietary, or current events. Even with this software installed, you must understand that no software is perfect, and cannot be a substitute for parental guidance.

Discussing issues of appropriate behavior and personal safety with your children is the most important tool you have. The more you know about what is going on, the more effective you can be in your guidance. Savvy, determined children will find other venues to explore their curiosity, be it at a friend's house, or elsewhere.

<http://www.common sense media.org/> is an excellent parent resource.

Lice

Head lice, while not harmful to health, are an unwanted infestation that can be very challenging to control. In the best interest of all students and families, the School will conduct periodic head checks. Trained personnel or volunteers in the parent body conduct the checks at the beginning of the academic year and after longer vacations or as needed.

If your child has lice, you must inform the school. The dictates of civil consideration within a close community require this.

Trinity School employs a “no nit policy.” This policy includes:

- Removal of all lice, eggs and egg cases after application of a lice-killing product;
- Exclusion of a child from school, extended care or other school-related activities until such measures have been accomplished. Exclusion and readmission decisions are at the discretion of the Head of School or designee.
- An on line resource for prevention:
<http://www.headlice.org/downloads/10steps.htm>
- National Pediculosis Association is a reliable resource. (1-800-446-4NPA.)

Nut Allergies

School wide, we are a nut conscious campus. Students may not share food. We strongly recommend that families pack peanut and tree nut free foods for school snacks and lunches. Children eating nut-containing products at snack recess and lunch sit apart from other students. All students use hand sanitizer after eating, before play.

Class by class, measures to ensure student safety vary according to need. For some students, exposure to certain foods is life threatening. In such cases families and the class eliminate certain threatening foods entirely for the safety of these students and the comfort of all. If relevant this information will be shared with the class parents in advance.

Sexual Harassment

Trinity School provides an environment that is free of any discrimination. The School strives for a positive atmosphere and does not tolerate harassment that would have a negative impact on a student’s academic performance or create an intimidating, hostile, or unsafe environment.

The following behaviors are prohibited and may constitute sexual harassment of a student:

- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic comments about a person’s body
- Sexual jokes, drawings, pictures, or gestures
- Teasing or sexual remarks about students
- Touching a person’s body or clothes in a sexual way
- Displaying sexually suggestive objects

- Any act of retaliation against an individual who reports a violation of the sexual harassment policy or who participates in the investigation of a sexual harassment complaint
- Young children (kindergarten and younger) will be counseled in an age appropriate manner by teachers and other adults involved

Any student who believes he or she has been harassed should promptly report the facts of the incident(s) and the name(s) of the individual(s) involved to a teacher or an administrator. The incident should be reported as soon as possible. The complaint will be investigated promptly. Every effort will be made to keep the identities of the student(s) involved confidential.

Violence in the School/Workplace Environment

It is extremely important that all students and employees cooperate with the School in order to minimize the threat or actuality of violence in our community. Please immediately report to a teacher, an administrator or the Head of School any concerns or information you have which could lead to violence on either campus. This includes potential or actual threats by anyone, including fellow students or employees, former students or employees, their relatives as well as former friends. Weapons of any kind are absolutely prohibited on campus or at School events. The possession of a weapon by anyone at School or at a School event should be reported immediately. If a student or employee becomes aware of any actual violence, imminent violence or threat of imminent violence, you should immediately report the information to the School and, where appropriate, to the police. The School will endeavor to maintain the privacy of any confidential information. Student and employees should report any incidents of weapons, violence, or threats of violence without fear of reprisal of any kind.

HOME AND SCHOOL

Communication

The Trinity School community values and practices open and direct communication to resolve concerns or issues that arise.

To facilitate communication between members of the class and personnel, the School provides a group email address. This tool is exclusively provided for class specific school communication.

Parent/Teacher Communication: The faculty welcomes questions, comments, and input about the child's progress at school. Contact teachers by email. Teachers check email daily and will respond to or acknowledge email messages within a 24-hour period during the week. Please use email for the exchange of basic information. Where you have a concern or question about your child's progress, please email the teacher to request a meeting. Email, while expedient, is not appropriate for extended messages, dialog, or nuanced communication.

Trinity School encourages transparent communication between home and the educational team of the School. To this end, expect that communications regarding student progress and social interactions to be shared with the teacher, and Head of School. The academic personnel closest to being able to work with the situation will be the primary communication contact. The School wants parents to know and to be assured that the academic team collaborates as proactively as possible on resolution to issues that arise and does so in an environment of goodwill and no surprises.

Parent/teacher conferences take place in November and April. Teachers are available for additional conferences as necessary on an appointment basis. Please respect the teachers' need to attend to the students at the start of the school day. This is not the time to speak with teachers about academic or social/behavioral concerns. Teachers will work with you to set a mutually appropriate meeting time. If there is a change in the home environment that affects your child, please let the teacher know. The faculty is more than willing to help a child with special situations.

Education Specialist: The Education Specialist is available to discuss your child's academic progress as well as overall social/emotional progress. Where the concern stems from classroom or playground, the Education Specialist should be approached after issue/situation has been discussed with the teacher.

Head of School: The Head is always available to discuss the School, its programs, and your child's relationship with the School. If you have specific questions about your child, please remember that the classroom teacher knows your child best, and comments and questions concerning your child, student relations, and the learning program should always be directed to the teacher first. Please make an appointment to speak with the Head by

contacting the Office Manager at (650) 854-0288 ext. 198 or via email at office@trinity-mp.org.

Back to School Night: Back to School night provides parents with an overview of the School year. The Head and faculty share information regarding the School program. Each classroom teacher will provide a detailed overview of the classroom program.

Trinity Talk: Each Tuesday and Friday, you will receive the Trinity Talk, the School's **primary** community communication vehicle. It is the parent's responsibility to read it thoroughly to stay up to date with important campus events and announcements.

Please note that Trinity School does not include community announcements for events and activities in its communications. Persons with events and or activities to promote are may post a flyer on the hallway bulletin board in the Upper Campus School Office or on the Information Board at the Lower Campus. Please do not use class distribution communication lists or the school directory to promote events, causes, or opportunities outside the life of the School.

Website: www.trinity-mp.org provides a comprehensive overview of the School and calendar events.

Concerns

The School welcomes questions and prefers to deal with them openly and directly. It is the School's goal to assure that Trinity families have timely and effective information, a good understanding of school philosophy and practice, and open communication channels to faculty and administration.

The School expects parents to uphold the mission and philosophies of Trinity School and to deal with their concerns in a spirit of collaboration and problem solving for the benefit of the child and the School.

Parents may have questions about school programs or methods. Generally speaking, the best place to inquire is with the faculty member or staff person in charge. When approaching the appropriate person, it is best to set up an appointment so that you may have the person's full attention and also protect the privacy of those involved. Please do not distract a faculty member from class time or other child supervision duties such as yard duty, field trips, or pick-up. Most matters will likely be explained and resolved with the appropriate faculty member; but if concern remains, contact the Head of School.

After a meeting with the Head, unresolved issues may be addressed in a letter to the Board Chair. The concern will be considered, and you will receive a response.

Development

Trinity School is a non-profit organization. Tuition does not cover the total cost to educate your child. Several fund raising efforts occur during the year to support the current and future needs of the School.

Annual Giving Program:

The Board of Trustees raises funds each year to provide the margin of excellence to the School's programs. Contributions help sustain the School's profound commitment to excellent teaching through professional development and strong teacher to child ratios. Annual Giving consists of two programs in which all members of the Trinity community is expected to participate: Annual Fund and the Trinity Benefit and Celebration.

Annual Fund: Each fall, trustees, faculty, staff, parents, and friends of the School donate to the Annual Fund. The School enjoys 100% parent participation through tax-deductible donations. Parents are also encouraged to contribute to the Faculty Venture Grant fund that directly benefits professional development for faculty.

The Trinity Benefit and Celebration is a social event that raises funds for Trinity School over dinner and through silent and oral bidding on items, events, and services. Many individuals in the Trinity and the broader community donate items and underwrite this event to benefit the School. Fund-a-Need is a special appeal during the event to support the Financial Aid Endowment.

Capital Fundraising:

The Legacy Fund: This vital campaign helps build Trinity School's financial foundation for the future. We hope that families will continue to build on the efforts of previous generations by making a legacy gift to ensure the best Trinity School now and for children to come.

Capital Campaign: From time to time a targeted fund raising program will raise funds for a specific, major improvement to facilities, such as the Learning Center in 2008. The Trinity community expects 100% of School families to participate in our Capital fundraising efforts in addition to Annual Giving. Currently there is no Capital Campaign.

Restricted Gifts: If parents choose to make a donation to a specific School program, the Board requests that they talk with the Head of School to see if their donation matches a category and priority on the School's designated gift and projects list. Unrestricted gifts to the Annual Fund most directly benefit the School.

Planned Giving:

Depending on individual financial goals, a planned gift to Trinity may take many forms, from a bequest in a will to gifts of cash, stock, life insurance policies, or property. Please consult your estate planner or tax attorney for details and options.

Gift Giving to Trinity Employees

Birthdays: A birthday book, gifted from the School to the Library in the employee's name, is presented in Chapel following recitation of the Birthday Prayer. Parents do not gift personnel on their birthdays.

Christmas: Parents may choose to give individual gifts. The value and nature of the gift need to be commensurate with the occasion and the nature of the relationship. Personnel are not to receive gifts from individuals in excess of a \$200 value. Child-made gifts are welcome!

Personnel Appreciation Day: Cards and fresh flowers for teachers and paraeducators. Guided by the room parents, the children may create a gift for the teacher and paraeducator during the afternoon of the luncheon.

End of Year: A voluntary contribution of \$5 - \$10 per child per teacher/paraeducator for a class gift is customary.

Parent Involvement

Trinity celebrates the many highly motivated parents who are willing to volunteer their time and talents in support of the activities that benefit their children's education. The School understands that every family situation is different and, therefore, each family's ability to contribute time and talent differ. Trinity School depends upon each family to determine from personal styles and schedules its best form of involvement, respecting parental judgment regarding how best to participate and contribute to making Trinity School the special learning community it is. The Trinity School community expects all parents to volunteer substantially and with good will.

Parents on Campus

Parents and friends on campus are expected to follow Trinity School guidelines and the requests of personnel on both campuses. Failure to do so may be cause for student dismissal during the school year or for the School to withhold a future enrollment contract.

At the Upper Campus, all visitors, including current student parents, sign in at the School Office and proceed directly to the area where volunteering. On leaving, visitors sign out at the School Office. This helps ensure security and safety.

Parents are not to go to the classrooms to deliver items or to check in on children. Bring the items to the School Office and personnel will deliver them to the student.

Animals on Campus

Dogs and other pets are discouraged from being on campus. Any animal that does visit must be leashed or crated. No animal may be tethered or left unattended. If an animal's presence causes allergic reaction or disturbs the school environment, the responsible adult will be asked to remove the pet.

We invite animals on campus for Blessing of the Animals. If your pet has high anxiety or has trouble in high stress situations, we encourage your student to bring a photograph instead or a stuffed animal to be blessed.

Parent Responsibilities

- Read Trinity Talk and teacher blogs.
- Read this Handbook and cooperate with its policies and procedures
- Reinforce the rules, standards, and academic expectations of the School
- Read the information distributed by the School and to attend and participate in Trinity School's functions, academic and otherwise
- Act upon the recommendations of the School regarding referrals or follow-up with professionals such as physicians, learning specialists, and tutors
- Model effective communication by routing concerns appropriately and by treating others with respect (See also: Concerns)
- Provide a homework environment that facilitates student concentration and academic independence
- Monitor homework time so that it is effectively used, stopping children from working on homework too long. Communicate with the teacher.
- Have students attend school at all times except for illness, emergencies or pre-arranged "shadow days" to middle schools
- Arrange tutoring or adjunct educational services outside school hours
- Provide copies of reports or assessments containing learning diagnostics and/or recommendations that could benefit the teachers' ability to serve the child's needs
- Refrain from hiring or attempting to hire current Trinity School employees to tutor, provide child-care, house-sitting or other services as this creates a conflict of interest situation for the employee

Parking

Trinity School works to maintain good relations with its neighbors and the City of Menlo Park. Avoid blocking traffic and emergency access. Park only in designated areas, keeping the fire lanes clear at all times. Respect designated disabled as well as Church staff parking spaces. Illegal parking in fire lanes or disabled parking spaces is subject to City of Menlo Park Police fines.

When entering the Upper Campus, please follow the ENTRANCE arrow into the parking lot on Monte Rosa Drive. Drivers exit using the exit driveway onto Monte Rosa Drive.

There are three Upper Campus parking areas:

- Front Parking Lot is the entire parking area before the speed bump. Park here to collect your child directly from the teacher in front of the School Office.
- Rear Parking Lot is the area beyond the speed bump. This area is off limit for parent parking from 2:45 to 3:15 pm.

- Street Parking is along Monte Rosa. Do not block the turning areas required near the campus entrance. When parking along Monte Rosa, make sure to stay well off the street and not to block neighbors' driveways.

Do not park:

- in Fire Lanes
- in Church Staff parking spaces
- in the parking island in the rear parking lot (reserved for School Staff)
- in the rear parking lot between 3:00 and 3:15

(See also: **School Program: Drop-off and Pick-up**)

Party Liability Guidelines

Trinity School does not sponsor, sanction, or support any private (i.e. non-school hosted) off-campus functions, including but not limited to Trinity School Benefit and Celebration private parties or "class parties." Any invitation to or advertisement of any private off-campus function shall not contain any representations suggesting or implying Trinity School's approval, endorsement, or sponsorship of such activity. Trinity School shall bear no responsibility for any event conducted at a private, off-campus function regardless of the participant's affiliation with the School.

School Directory Information

Please respect the privacy of those listed in the school directory as well as family contact information you may receive through email or other communication. This information should only be used for school-related purposes, and only by members within Trinity School's community.

Class email lists may not be used to promote activities/events outside of Trinity School life.

Transportation

Transportation to and from school is the responsibility of the parent.